

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Dennis Intermediate

District: Lee County

Principal: Kwamine Simpson

Superintendent: Cleo Richardson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

School Profile and Report Card Data

Dennis Intermediate School, a Title I school, is the only intermediate school in Lee County. Dennis Intermediate School has undergone many changes in the past two years. There has been a change in administration along with the grade configuration. The grade configuration has changed from 4-6 and now serves students in grades 4-5. There are 196 students—96 male and 100 female. The ethnic population consists of 188 African-American, 6 white and 1 Hispanic. Student participation in the free/reduced lunch program is 98.9%. Forty-six students are identified as special needs.

The school is housed in the same building as Dennis Middle School which serves about 425 students in grades 6-8. Dennis Intermediate School and Dennis Middle School share a principal and an assistant principal. Additionally, DIS employs an administrative assistant, a guidance counselor, a school secretary and nurse. There are 9 full-time core subject teachers. Related Arts is served by one full-time and 2 part-time teachers. There are 3 special education teachers for self-contained classes and one part-time resource teacher. There is a full-time speech pathologist. Selected students are served once a week by an itinerant teacher for gifted and talented. There are 4 instructional assistants.

The 2007 School Report Card shows that 33.3% of teachers held advanced degrees, while 23.1% held emergency or provisional certificates.

Community relations and parental involvement is fostered through our PTO, School Improvement Council, and Newsletters. Some initiatives include Doughnuts for Dad, Muffins for Mom, Students' Awards Day, Night of Family Learning, and PACT Night.

Dennis Intermediate School
Palmetto Achievement Challenge Test
2005-2007 Scores

Grade Four By Percentage

	Math			ELA			Science			Social Studies		
	05	06	07	05	06	07	05	06	07	05	06	07
A	4.6	2.3	2.2	0.9	1.2	0.0	2.7	1.1	0.0	0.9	1.1	0.0
P	12.8	10.5	10.8	16.4	14.0	6.7	8.0	3.3	4.2	1.8	2.2	0.0
B	28.4	32.6	28.0	21.8	31.4	38.2	20.4	19.8	14.7	40.7	33.0	21.1
BB	54.1	54.7	59.1	60.9	53.5	55.1	69.0	75.8	81.1	56.6	63.7	78.9

Grade 5 By Percentage

	Math			ELA			Science			Social Studies		
	05	06	07	05	06	07	05	06	07	05	06	07
A	1.7	4.2	0.0	0.0	1.1	0.0	0.0	2.0	4.3	0.0	3.0	0.0
P	9.9	10.5	8.4	10.9	19.4	5.1	3.2	5.0	2.1	4.8	4.0	0.0
B	38.8	44.2	30.1	41.2	38.7	28.2	23.0	32.7	17.0	36.3	30.7	17.0
BB	49.6	41.1	61.4	47.9	40.9	66.7	73.8	60.4	76.6	58.9	62.4	83.0

Data prior to 2007 extracted when grade configuration was 4-6.

Grade configuration for 2007 is 4-5

Enrollment in 2007----191 students

Percent Tested----99%

- 174 students received subsidized meals
 - 98.9 % of the students receiving subsidized meals were tested
- 63.9% of the students receiving subsidized meals scored below basic on PACT

Summary of Process for 2008-2009 Goals for Dennis Intermediate

During the first year of implementation for the new grade configuration, the absolute value index decreased .3 points. Based on a review of the school report card, PACT data and the 07-08 FSRP evaluation, it became clear that the goals would need to be revised to focus on expanded strategies for improving student achievement. In order to reach the expected gains as indicated by the DIS School Report Card, it was determined that our students need to make significant gains in all core areas.

Rationale

Student Achievement Goal #1 states that by April 1, 2009, 30% of students in grades 4-5 (with the exception of students who take alternate assessments) will increase at least one RIT band in ELA as measured by MAP data from the September 2008 administration to February 2009 administration. This goal was selected because 55.1% of 4th grade and 66.7% of 5th grade students scored below basic on ELA on the 2006-2007 PACT Test. Research from NWEA indicates that the typical growth each year in ELA is 3.4 points per student.

(note: ELA strategies removed: Orchard and Skills Bank software has been removed since DIS no longer uses these programs, staff allocation for small group remediation instruction has been cut)

Student Achievement Goal #2 states that by April 1, 2009 30% of students in grades 4-5 (with the exception of students who take alternate assessment) will increase at least one RIT band in Math as measured by MAP data from September 2008 to February 2009 administration. This goal was selected because 59.1% of 4th grade and 61.4% of 5th grade students scored below basic in math on the 2006-2007 PACT tests. Research from NWEA indicates that the typical growth in mathematics each year is 5.1 points per student.

Student Achievement Goal #3 states that by April 1, 2009, 30% of students in grades 4 -5 (with the exception of students who take alternate assessments) will increase at least one RIT band science as measures by MAP data from the September 2008 to March 2009 administration. This goal was selected because 81.1% of 4th grade and 76.6% of 5th grade students scored below basic in science on PACT for the 2006-2007 school year.

Student Achievement Goal #4 states that by April 1, 2009, 30% of the students in grades 4 -5 (with the exception of students who take alternate assessments) will meet a mastery level of 70% as measured by the Flanagan's Tests for Higher Standards test for social studies.

(Note: WIN vocabulary enhancement program strategy has been supplanted by Compass Learning computer assisted instruction time)

The DIS ERTL for the 2007-2008 school-year put into practice a procedure that all teachers administering weekly formative “pre-post tests” for data analysis. The DIS Leadership Team for 2008-2009 determined that the data gained from weekly formative pre –post tests did not justify the amount of time required to complete the assessment. Therefore, this strategy has been eliminated from the current FSRP.

By using data obtained from the Absolute Value Calculator, it was determined that if 30% of the students moved up one RIT band in ELA, mathematics and science scores; then at least 30% of the students in social studies would have to meet mastery on Flanagan’s Tests of Higher Standards in order to increase the Absolute Value Index at least two tenths towards expected gains as defined by the state report card system for 2007-2008.

Since MAP is correlated to SC achievement tests, a reasonable assumption would be that increasing at least 30% of students’ ELA, math, and science scores by one RIT band will result in improvement in the overall school rating.

An improvement in writing and reading scores will have a positive impact not only on ELA achievement but social studies and science as well. Therefore, it was determined that the Principal’s Instructional Leadership Goal #1 should be that the principal will ensure Student Achievement Goal #1 will be met as stated that at least 30% of students in grades 4-5 will increase one RIT band in ELA as measured by MAP data from the September 2008 to February 2009 administration. This goal was selected because 55.1% of 4th grade and 66.7% of 5th grade students scored below basic on ELA on the 2006-2007 PACT Test. Additionally, a 30% increase of student scores to the next proficiency level (as determined by using the 2007/2008 absolute value calculator) will improve DIS’s overall absolute rating by two tenths.

After an analysis of all PACT data from the 2006-2007 test administration, it was noted that overall science scores were significantly lower than the other core subject areas. Subsequently, the principal chose science as the second principal’s instructional leadership goal which states that: the principal will ensure student achievement goal #3 will be met as stated that at least 30% of students in grades 4-5 will increase one RIT band in science as measured by MAP data from the September 2008 to February 2009 administration.

District Administrator’s Instructional Goals Rationale

In order to provide targeted support to the student achievement goals of Dennis Middle School, the District's Instructional Leadership Goals are to provide instructional and professional development support that will result in 30% of students in grades 6-8 increasing at least one RIT band in ELA; 30% will increase one RIT band in math; 30% will increase one RIT band in science.

School Timeline

Specific activities

June

- Professional Development Anderson 5 Curriculum Guide Pacing Guide (Curriculum Leadership Team)

July

- Leadership Team PACT and Discipline Data Analysis

August

- Professional Development "10 Key School-wide Practices"
"Who are We and Where are We Going"

September

- Professional Development Accelerated Mathematics Training (9-3-08)
- Writing Process English/Language Arts
- How to use Social Studies support documents
- Science Kits (9-3-08)
- IGPro (9-8-08)

Professional Development Follow-up Science kits

MAP testing

Classroom observations and feedback
to teachers

Lesson Plans reviewed weekly

October

Professional Development

- Analyzing data from MAP/Benchmark Tests
- Read 180 staff development
- "Teaching Children of Poverty"--An instructional strategies professional development

Benchmark Assessments

Flanagan's Tests For Higher Standards administered in ELA, Math, Science and Social Studies

Begin RIT band instructional groups

Lesson Plans reviewed weekly
Classroom observations and feedback to teachers

November

Professional Development

Using the Science kits and follow-up
District curriculum guide staff development and vertical teaming

Lesson Plans reviewed weekly

Classroom observations and feedback to teachers

December

Professional Development

Common Planning—Instructional Strategies
Developing assessments

Lesson Plans reviewed weekly

Classroom observations and feedback to teachers

January

Professional Development

Reading in the Content Area
Writing Across the Curriculum

Benchmark Assessments

Flanagan's Tests For Higher Standards administered in ELA, Math, Science and Social Studies
Analysis of benchmark data

Lesson Plans reviewed weekly

Classroom observations and feedback
to teachers

February

Professional Development

Developing and analyzing assessments
Instructional strategies (common planning)

MAP Testing

Lesson Plans reviewed weekly

Classroom observations and feedback
to teachers

March

Common Planning

- Follow-up to Best Practices professional development
Analysis of MAP data

Pass Writing Assessment

Lesson Plans reviewed

Classroom observations and feedback
to teachers

April

Professional development

Instructional Strategies—Follow-up

Lesson Plans reviewed weekly

Classroom observations and feedback
to teachers

May

Testing

- PASS

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Goal 1: By April 1, 2009, 30% of students in grades 4-5 (with the exception of students who take alternate assessments) will increase at least one RIT band in ELA as measured by MAP data from the September 2008 to February 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> Teachers will participate in professional development on the Anderson Five Curriculum. 	Teachers	August 2008	Participation in professional development for Anderson Five Curriculum will provide DIS teachers with additional knowledge to effectively implement the ELA portion of the curriculum. Evaluation forms, rosters and agendas will document and support ELA instructional strategies professional development Documentation <ul style="list-style-type: none"> Sign-in rosters and agendas Professional Development Evaluation forms Instructional Timelines Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will participate in professional development on the effective implementation of READ 180. and Accelerated Reader. ELA teachers' lesson plans will be reviewed by the assistant principal to ensure bi-weekly READ 180 assignments are included The media specialist will maintain a record of books and Accelerated Reader tests Teachers will require students to maintain a weekly reading log. 	Teachers	August 2008	READ 180 and Accelerated Reader programs enhance students' opportunities to improve reading skills and thus improve their state achievement test scores. Teachers participation in the professional development will provide additional curricula opportunities for students. Documentation: Bi-weekly lesson plans, students reading logs, media specialist's AR inventory and assessment data. Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will utilize RIT band scores from MAP to group students for instruction 	Teachers	October 2008	RIT band data will provide teachers information to create small groups for instruction. Weekly small group lesson plans will document instruction being provided for students based

<ul style="list-style-type: none"> Teachers will use Compass Learning software to provide targeted instruction based on students' individual Descartes reports 			<p>on RIT bands. Descartes individual student reports will electronically interact with Compass Learning reports to create individual computer based instruction.</p> <p>Documentation</p> <ul style="list-style-type: none"> Class breakdown with RIT band data for each teacher Weekly lesson plans for small group instruction Descartes individual student reports Compass Learning reports (weekly Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will provide copies of assessments to the principal for evaluation on a weekly basis. 	Teachers	September 2008	<p>Weekly assessments provided by the ELA teachers will keep the principal informed as to the skills being tested as related to state standards. The copies of assessments will provide documentation that each teacher is administering weekly assessments in his/her class.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Copies of weekly assessments (Sept. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will evaluate student benchmark assessments each nine week grading period Teachers will develop lessons and teach deficit skills as indicated by benchmark assessments 	Teachers	October 2008	<p>Benchmark assessments can be evaluated to determine students' individual ELA deficits. Lesson plans reflecting teaching deficit skills based on benchmark assessments (per grading period) will document that teachers are incorporating student's specific needs into instruction.</p> <p>Documentation</p> <ul style="list-style-type: none"> Copies of benchmark assessments for each nine week grading period (per student) Benchmark assessment matrix created from benchmark data Remediation lesson plans for each grading period <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will implement Daily Oral language practice skills 	Teachers	September 2008	<p>Daily oral language practice skills will provide students additional opportunities to develop and improve their ELA skills. Copies of lesson plans including DOL skills will document teachers are including these skills into instructional planning</p> <p>Documentation:</p> <ul style="list-style-type: none"> Weekly lesson plans reflecting DOL skills (Sept. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will conduct goal setting conferences with each student after the September 2008 MAP administration 	Teachers	October 2008	<p>MAP goals setting conferences will provide each student with the opportunity to discuss their individual ELA MAP profile and set an achievement goal for the next MAP administration. Conference schedules and goal setting forms will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> Copies of MAP goal setting forms per student

			<ul style="list-style-type: none"> Conference schedule per teacher Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will conduct student MAP goal reminder conferences prior to February 2009 MAP administration 	Teachers	February 2009	<p>Student participation in MAP goal reminder conferences will help motivate students to demonstrate to their best ability an improvement in their ELA skills from the fall MAP administration. MAP goal conference schedule and reminders will document each student participated in his/her conference</p> Documentation <ul style="list-style-type: none"> Goal reminder conference documentation per student Conference schedule per teacher Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Scantron test format will be used to give students a testing experience for state standardized tests 	Teachers	October 2008	<p>Scantron test format provides students with opportunities to practice the "bubble in" skills which can result in higher standardized test scores.</p> Documentation: Scantron cards for ELA tests Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Post state ELA standards in understandable language in classroom 	Teachers	September 2008	<p>Posting ELA standards in understandable language will give students and teachers the opportunity to comprehend "what needs to be learned" as it applies to state achievement tests.</p> Documentation: Standards posted in each ELA classroom Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will differentiate instruction to enhance learning 	Teachers	September 2008	<p>ELA teachers' ability to differentiate instruction will provide more opportunities for all students to improve their ELA skills. Lesson plans reflecting differentiate instruction will document that teachers are including differentiation into instructional planning.</p> Documentation Weekly lesson plans reflecting differentiate instruction Sept. 08-March 09 Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will participate in professional development using a variety of strategies to differentiate instruction 	Teachers	October 2008	<p>ELA teachers' participation in professional development using a variety of strategies to differentiate instruction will improve their teaching skills and increase students' opportunities for learning.</p> Documentation: Agenda, sign-in sheets, evaluation forms Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. 	Teachers	November 2008	<p>ELA teachers will improve their ability to create assessments and analyze the data from the assessments. This analysis will enable teachers to determine what skills might need re-teaching and develop appropriate remediation. Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional</p>

			<p>development. Documentation</p> <ul style="list-style-type: none">• Sign-in rosters, agendas• Professional development forms• Copies of weekly assessments per teacher (Nov. 08-March 09)• Integrate Pro records (Nov. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, 30% of students in grades 4-5 (with the exception of students who take alternate assessment) will increase at least one RIT band in math as measured by MAP data from September 2008 to February 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> Teachers will participate in professional development on Anderson Five Curriculum. 	Teachers	August 2008	<p>Participation in professional development for Anderson Five Curriculum will provide DIS teachers with additional knowledge to effectively implement the math portion of the curriculum. Evaluation forms, rosters and agendas will document and support math instructional strategies professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign-in rosters and agendas Professional Development Evaluation forms Instructional Timelines <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will utilize RIT band scores and Descartes to group students for remediation and enrichment instruction 	Teachers	October 2008	<p>RIT band data will provide teachers information to create small groups for math instruction. Weekly group lesson plans will document instruction being provided for math students based on RIT bands. Descartes individual student reports will electronically interact with Compass Learning reports to create individual computer based instruction.</p> <p>Documentation</p> <ul style="list-style-type: none"> Class breakdown with RIT band data for each teacher Weekly lesson plans for small group instruction Descartes individual student reports Compass Learning reports (weekly Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> Teachers will participate in professional development on using a variety of instructional strategies to differentiate learning. 	Teachers	October 2008	<p>Using a variety of instructional strategies professional development will provide math teachers additional knowledge to effectively implement differentiated learning into their instruction. Math students will benefit from receiving instruction via a variety of instructional strategies. Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional development.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Sign in rosters, agendas Professional Development evaluation forms. <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will differentiate instruction to enhance learning 	Teachers	September 2008	<p>Math teachers' ability to differentiate instruction will provide more opportunities for all students to improve their math skills. Lesson plans reflecting differentiated instruction will document that teachers are including differentiation into instructional planning.</p> <p>Documentation</p> <p>Weekly lesson plans reflecting differentiated instruction Sept. 08-March 09</p> <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will provide copies of assessments to the principal for evaluation on a weekly basis 	Teachers	October 2008	<p>Weekly math assessments will provide the opportunity for the principal to be informed as to the skills being tested as related to state standards. The copies of assessments will provide documentation that each teacher is administering weekly assessments in his/her class.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Copies of weekly assessments (Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will evaluate student benchmark assessments each nine week grading period. Teachers will develop lessons and teach deficit skills as indicated by benchmark assessments. 	Teachers	October 2008	<p>Benchmark assessments can be evaluated to determine students' individual math deficits and thus enable teachers to develop instruction based on specific skill deficits. Lesson plans reflecting teaching deficit skills based on math benchmark assessments (per grading period) will document that teachers are incorporating student's specific needs into instruction.</p> <p>Documentation</p> <ul style="list-style-type: none"> Copies of benchmark assessments for each nine week grading period (per student) Benchmark assessment matrix created from benchmark data Remediation lesson plans for each grading period <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> Teachers will participate in Accelerated Math professional development. 	Teachers	September 2008	<p>Accelerated Math professional development will provide math teachers additional knowledge to effectively implement AM into their instruction. Sign-in rosters/agendas and evaluation forms will support and document that teachers participated in AM professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign in rosters and agendas Professional Development Evaluation Forms <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will incorporate Accelerated Math program into instruction. 	Teachers	October 2008	<p>Implementing the AM program into instruction will provide students with additional opportunities to correct math deficits or improve skills. AM data and weekly lesson plans will document that teachers are incorporating AM into instruction</p> <ul style="list-style-type: none"> Accelerated Math student data printouts (Oct. 08-March 09) Weekly teacher lesson plans (Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will conduct goal setting conferences with each student after the September 2008 MAP administration 	Teachers	October 2008	<p>MAP goals setting conferences will provide each student with the opportunity to discuss their individual ELA MAP profile and set an achievement goal for the next MAP administration. Conference schedules and goal setting forms will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> Copies of MAP goal setting forms per student Conference schedule per teacher <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will conduct student MAP goal reminder conferences prior to February 2009 MAP administration 	Teachers	February 2009	<p>Student participation in MAP goal reminder conferences will help motivate students to demonstrate to their best ability improvement in their math skills from the fall MAP administration. MAP goal conference schedule and reminders will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> Goal reminder conference documentation per student Conference schedule per teacher <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> Post math state standards in understandable language in the classroom 	Teachers	September 2008	<p>Posting math standards in understandable language will give students and teachers the opportunity to comprehend “what needs to be learned” as it applies to state achievement tests.</p> <p>Documentation: Standards posted in each math classroom</p> <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Scantron test format will be used to give students a testing experience for state standardized tests 	Teachers	October 2008	<p>Scantron test format provides students with opportunities to practice the “bubble in” skills which can result in higher standardized test scores.</p> <p>Documentation: Scantron cards for math tests</p> <p>Person Responsible: Kwamine Simpson</p>

Focused Goal 3: By April 1, 2009, 30% of students in grades 4-5 (with the exception of students who take alternate assessments) will increase at least one RIT band in science as measured by MAP data from the September 2008 to February 2009 administration.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> Teachers will participate in professional development on Anderson Five Curriculum 	Teachers	August 2008	<p>Participation in professional development for Anderson Five Curriculum will provide DIS teachers with additional knowledge to effectively implement the science portion of the curriculum. Evaluation forms, rosters and agendas will document and support science instructional strategies professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign-in rosters and agendas Professional Development Evaluation forms Instructional Timelines <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will utilize RIT band scores and Descartes individual reports from MAP to group students for instruction for remediation and enrichment. 	Science teachers	October 2008	<p>RIT band data will provide teachers information to create small groups for instruction which will give students more individual attention and help them improve their science skills. Weekly small group lesson plans will document instruction being provided for students based on RIT band data and Descartes</p> <p>Documentation</p> <ul style="list-style-type: none"> Class breakdown with RIT band data and Descartes charts. <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will provide copies of assessments to the principal for evaluation on a weekly basis. 	Science teachers	October 2008	<p>Weekly science assessments will provide the opportunity for the principal to be informed as to the skills being tested as related to state standards The copies of assessments will provide documentation that each teacher is administering week assessments in his/her class.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Copies of weekly assessments (Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> Teachers will evaluate students' benchmark assessments each nine week grading period Teachers will develop lessons and teach deficit skills as indicated by benchmark assessments 	Science teachers	October 2008	<p>Benchmark assessments can be evaluated to determine students' individual science deficits and thus enable teachers to develop instruction based upon specific skill deficits. Copies of benchmark assessments and quarterly matrix based upon these assessment and remediation plans will document that teachers are using evaluating students quarterly and using information from these tests to develop lessons based upon students' individual needs.</p> <p>Documentation</p> <ul style="list-style-type: none"> Copies of benchmark assessments for each nine week grading period (per student) Benchmark assessment matrix created from benchmark data (per grading period) Remediation lesson plans for each grading period <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will utilize science kits during instruction. 	Science teachers	September 2008	<p>Implementing science kits into instruction will provide students with additional opportunities to correct science deficits or improve skills. Weekly lesson plans will document that teachers are incorporating science kits into instructional planning</p> <p>Documentation:</p> <ul style="list-style-type: none"> Teachers' weekly lesson plans (Oct. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will be provided with staff development on the utilization of science Kits 	Science teachers	September 2008	<p>Science kit professional development will provide science teachers additional knowledge to effectively implement these into their instruction Sign-in rosters/agendas and evaluation forms will support and document that teachers participated in FOSS Kit professional development.</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign in rosters and agendas Professional Development Evaluation Forms <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will differentiate instruction to enhance learning 	Teachers	September 2008	<p>Science teachers' ability to differentiate instruction will provide more opportunities for all students to improve their science skills. Lesson plans reflecting differentiate instruction will document that teachers are including differentiation into instructional planning.</p> <p>Documentation</p> <p>Weekly lesson plans reflecting differentiate instruction Sept. 08-March 09</p> <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> • Scantron test format will be used to give students testing experiences for state standardized tests 	Teachers	October, 2008	<p>Scantron test format provides students with opportunities to practice the "bubble in" skills which can result in higher standardized test scores.</p> <p>Documentation: Scantron cards for science tests</p> <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Teachers will utilize AIMS activities in classroom instruction 	Teachers	September 2008	<p>AIMS activities can enrich student science curriculum and increase students' science concepts. Lesson plans documenting AIMS activities will document that teachers are including these into instructional planning.</p> <ul style="list-style-type: none"> • Weekly lesson plans reflecting AIMS activities (Sept. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Post science state standards in understandable language in the classroom 	Teachers	August 2008	<p>Posting science standards in understandable language will give students and teachers the opportunity to comprehend "what needs to be learned" as it applies to state achievement tests.</p> <p>Documentation: Standards posted in each social studies classroom</p> <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Teachers will conduct goal setting conferences with each student after the September 2008 MAP administration 	Teachers	September, 2008	<p>MAP goals setting conferences will provide each student with the opportunity to discuss their individual social studies MAP profile and set an achievement goal for the next MAP administration. Conference schedules and goal setting forms will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> • Copies of MAP goal setting forms per student • Conference schedule per teacher <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Teachers will conduct student MAP goal reminder conferences prior to February 2009 MAP administration 	Teachers	February 2009	<p>Student participation in MAP goal reminder conferences will help motivate students to demonstrate to their best ability improvement in their science skills from the fall MAP administration. MAP goal conference schedule and reminders will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> • Goal reminder conference documentation per student • Conference schedule per teacher <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Scantron test format will be used to give students a testing experience for state standardized tests 	Teachers	September 2008	<p>Scantron test format provides students with opportunities to practice the "bubble in" skills which can result in higher standardized test scores.</p> <p>Documentation: Scantron cards for science tests</p> <p>Person Responsible: Kwamine Simpson</p>

<ul style="list-style-type: none"> Teachers will participate in professional development on using a variety of instructional strategies to differentiate learning. 	Teachers	October 2008	<p>Using a variety of instructional strategies professional development will provide science teachers additional knowledge to effectively implement differentiated learning into their instruction. Science students will benefit from receiving instruction via a variety of instructional strategies. Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional development.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Sign in rosters, agendas Professional Development evaluation forms. <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will participate in professional development on developing assessments and analyzing the data from the assessments. 	Teachers	November 2008	<p>Science teachers will improve their ability to create assessments and analyze the data from the assessments. This analysis will enable teachers to determine what skills might need re-teaching and develop appropriate remediation. Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional development. Documentation</p> <ul style="list-style-type: none"> Sign-in rosters, agendas Professional development forms Copies of weekly assessments per teacher (Nov. 08-March 09) Integrate Pro records (Nov. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009 30% of students in grade 4-5 (with the exception of students who take alternate assessments) will meet a mastery level of 70% as measured by the Flanagan’s Test for Higher Standards for social studies.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> Teachers will participate in professional development on Anderson Five Curriculum 	Teachers	August 2006	<p>Participation in professional development for Anderson Five Curriculum will provide DIS teachers with additional knowledge to effectively implement the science portion of the curriculum. Evaluation forms, rosters and agendas will document and support social studies instructional strategies professional development</p> <p>Documentation</p> <ul style="list-style-type: none"> Sign-in rosters and agendas Professional Development Evaluation forms Instructional Timelines <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will participate in professional development on using a variety of instructional strategies to differentiate learning. 	Teachers	October 2008	<p>Using a variety of instructional strategies professional development will provide social studies teachers additional knowledge to effectively implement differentiated learning into their instruction. Social studies students will benefit from receiving instruction via a variety of instructional strategies. Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional development.</p> <p>Documentation:</p> <ul style="list-style-type: none"> Sign in rosters, agendas Professional Development evaluation forms. <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> Teachers will participate in professional development on developing assessments and analyzing the data from the 	Teachers	November 2008	<p>Social studies teachers will improve their ability to create assessments and analyze the data from the assessments. This analysis will enable teachers to determine what skills might need re-teaching and develop appropriate remediation.</p>

assessments.			<p>Sign in rosters, agendas and evaluation forms will support and document teacher participation in the professional development. Documentation</p> <ul style="list-style-type: none"> • Sign-in rosters, agendas • Professional development forms • Copies of weekly assessments per teacher (Nov. 08-March 09) • Integrate Pro records (Nov. 08-March 09) <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Teachers will participate in professional development on best practices (interdisciplinary units, questioning techniques) in social studies 	Teachers	November 2008	<p>Best practices in social studies professional development will provide teachers additional knowledge to effectively implement these skills into their instruction. Social studies students will benefit from teachers' improved skills utilizing best practices. Sign-in rosters, agendas and evaluation forms will document and support teacher participation in the training</p> <p>Documentation:</p> <ul style="list-style-type: none"> • Sign-in rosters and agendas • Professional Development Evaluation forms <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> • Teachers will provide copies of assessments to the principal for evaluation on a weekly basis. • Teachers will record the results of the assessments using the grading software program (Integrate Pro) 	Teachers	September 2008	<p>Weekly social studies assessments will provide the opportunity for the principal to be informed as to the skills being tested as related to state standards. Integrate Pro data will provide the principal the ability to monitor student science achievement.</p> <p>Documentation</p> <p>Copies of weekly assessments and Integrate Pro records will document teachers are administering weekly assessments.</p> <p>Person Responsible: Kwamine Simpson</p>
Post social studies state standards in understandable language in the classroom			<p>Posting social studies standards in understandable language will give students and teachers a better understanding of "what needs to be learned" as it applies to state achievement tests.</p> <p>Documentation: Standards posted in each social studies classroom</p> <p>Person Responsible: Kwamine Simpson</p>
Teachers will conduct student MAP goal reminder conferences prior to February 2009 MAP administration	Teachers	February 2009	<p>Student participation in MAP goal reminder conferences will help motivate students to demonstrate to their best ability improvement in their social studies skills from the fall MAP administration. MAP goal conference schedule and reminders will document each student participated in his/her conference</p> <p>Documentation</p> <ul style="list-style-type: none"> • Goal reminder conference documentation per student • Conference schedule per teacher <p>Person Responsible: Kwamine Simpson</p>

Teachers will conduct goal setting conferences with each student after the September 2008 MAP administration	Teachers	September 2008	<p>MAP goals setting conferences will provide each student with the opportunity to discuss their individual social studies MAP profile and set an achievement goal for the next MAP administration.</p> <p>Documentation Copies of MAP goal setting forms per student Conference schedule per teacher Person Responsible: Kwamine Simpson</p>
Scantron test format will be used to give students a testing experience for state standardized tests	Teachers	October 2008	<p>Scantron test format provides students with opportunities to practice the "bubble in" skills which can result in higher standardized test scores.</p> <p>Documentation: Scantron cards for social studies tests Person Responsible: Kwamine Simpson</p>
Teachers will differentiate instruction to enhance learning	Teachers	September 2008	<p>Social teachers' ability to differentiate instruction will provide more opportunities for all students to improve their social studies skills. Lesson plans reflecting differentiate instruction will document that teachers are including differentiation into instructional planning.</p> <p>Documentation Weekly lesson plans reflecting differentiate instruction Sept. 08-March 09 Person Responsible: Kwamine Simpson</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 1: By April 1, 2009, the principal will support the student achievement goal that 30% of the students in grades 4-5 (with the exception of students who take alternate assessments) will increase at least one RIT band in science as measured by MAP data from the September 2008 to March 2009 administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> The principal or assistant principal will review DIS teachers' lesson plans bi-weekly for the use of a variety of instructional strategies, best practices, evidence of re-teaching, pace adjustment, group formation, assignments that data are utilized to make instructional decisions 	Principal Assistant Principal	September 2008	Copies of lesson plans bi-weekly will document that a variety of instructional strategies, best practices and data analysis are being included into instructional planning Documentation: <ul style="list-style-type: none"> Lesson plans reflecting use of a variety of instructional strategies, quarterly (Sept. 08-March 09) Lesson plan review forms, quarterly Sept. -March 09) Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> The principal and assistant principal will monitor the use of instructional strategies and evidence (re-teaching, pace adjustment, group formation, assignments) that data are utilized to make instructional decisions by conducting bi-weekly observations. 	Principal	September 2008	Monitoring teacher instruction will provide the administration with information to help teachers who need additional assistance. Improving teachers' instruction will ultimately result in improved student achievement. Observation forms will provide documentation that the principal and assistant principal are completing the observations on schedule. <ul style="list-style-type: none"> Observation feedback forms, bi-weekly (Sept. 08-March 09) Person Responsible: Kwamine Simpson

<ul style="list-style-type: none"> The principal will provide opportunities for teachers to participate in professional development on the use of the science kits 	Principal	September 2008	Sign-in rosters, agenda and evaluation forms will document the provision of the professional development as described Documentation: <ul style="list-style-type: none"> Professional development evaluation forms Agenda and sign-in rosters Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> Teachers will participate in professional development on using a variety of instructional strategies to differentiate learning. 	Principal	October 2008	Teachers' ability to differentiate instruction will provide students additional opportunity to improve science skills. Agenda, sign-in rosters and evaluation forms will document the provision of professional development a variety of instructional strategies to differentiate instruction. Documentation: <ul style="list-style-type: none"> Agenda, sign-in rosters and evaluations forms Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> The principal will provide opportunities for teachers to participate in professional development on developing assessments and analyzing the data from the assessments. 	Principal	October 2008	Agenda, sign-in rosters and evaluation forms will document the provision of professional development on developing assessments and analyzing data from assessments. Documentation: <ul style="list-style-type: none"> Agenda, sign-in rosters and evaluations forms Person Responsible: Kwamine Simpson

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, the principal will support the student achievement goal that 30% of the students in grades 4-5 (with the exception of alternate assessments) will increase at least one RIT band in ELA as measured by MAP data from the September 2008 to February 2009 administration.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
<ul style="list-style-type: none"> The principal will provide opportunities for teachers to participate in professional development on using a variety of strategies to differentiate instruction. 	Principal	September 2008	Differentiate instruction will provide all students an opportunity to learn. Improved academic skills will result in improved achievement scores. Agenda, sign-in rosters and evaluation forms will document the provision of professional development on the use of a variety of strategies to differentiate instruction. Documentation: <ul style="list-style-type: none"> Agenda, sign-in rosters and evaluations forms Person Responsible: Kwamine Simpson
<ul style="list-style-type: none"> The principal will provide opportunities for teachers to participate in professional development on developing assessments and analyzing the data from the assessments. 	Principal Assistant Principal	October 2008	Professional development regarding creating assessments and analysis of data gathered from those assessment will enable teachers to improve the validity of their assessments and instructional planning based upon data analysis. Agenda, sign-in rosters and evaluation forms will document the provision of professional development on developing assessments and analyzing data from assessments. Documentation: <ul style="list-style-type: none"> Agenda, sign-in rosters and evaluations forms Person Responsible: Kwamine Simpson

<ul style="list-style-type: none"> The principal or assistant principal will observe ELA classes, bi-weekly to monitor the use of reading strategies, evidence (re-teaching, pace adjustment, group formation, assignments) and that data are utilized to make instructional decisions. 	Principal Assistant Principal	September 2008	<p>Quarterly observations will provide administration with the knowledge to evaluate teachers' instructional needs. Improving teaching skills will ultimately result in improvement in student achievement. Observation feedback forms will document that the reviews and observations are being completed on schedule.</p> <p>Documentation Observation feedback forms bi-weekly Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> The principal will provide opportunities for teachers to participate in professional development on reading strategies. 	Principal	October 2008	<p>Improving teachers' knowledge for developing reading strategies will ultimately improve instruction which can result in improving students' reading skills. Agenda, sign-in rosters and evaluation forms will document the provision of professional development on reading strategies.</p> <p>Documentation: Sign-in rosters, agenda and evaluation forms</p> <p>Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> The principal or assistant principal will review DIS ELA lesson plans bi-weekly for the use of reading strategies, evidence (re-teaching, pace adjustment, group formation, assignments) that data are utilized to make instructional decisions, and examples of differentiated instructional strategies in ELA. 	Principal Assistant Principal	October 2008	<p>Reviewing lesson plans bi-weekly for the use of reading strategies and evidence that data are used to make instructional decisions will ensure that student's ELA instructional needs are being addressed which will ultimately result in improved academic achievement.</p> <p>Documentation: <ul style="list-style-type: none"> Lesson plan review forms quarterly, (Oct. 08-March 09) Person Responsible: Kwamine Simpson</p>
<ul style="list-style-type: none"> The principal will receive monthly printouts from the Read 180 software program to determine student progress and based on the progress. The principal will provide opportunities for teachers to participate in READ 180 professional development. The principal will provide incentives for Accelerated Reader. 	Principal	October 2008	<p>READ 180 and Accelerated Reader have clinical research studies which document improved student reading achievement. Sign-in rosters, agenda and evaluation forms will the provision of the READ 180 staff development. Monthly READ 180 reports will document principal's review of student progress. Receipts for incentives will provide evidence of incentives for AR student achievement.</p> <p>Documentation: <ul style="list-style-type: none"> Professional development evaluation forms Agenda and sign-in rosters. READ 180 Reports (monthly Oct. 08-March 09) Receipts for incentives Person Responsible: Kwamine Simpson</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

By April 1, 2009, with instructional support from district administrators, 30% students in grades 4-5 at Dennis Intermediate School (with the exception of students taking alternate assessments) will increase at least one RIT band in math and 30% of students will increase one RIT band in ELA as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Meet with School Leadership Team (SLT) at least once each nine weeks to review assessment data and monitor academic progress and student attendance.	Director of Elementary Instruction Principal	September 2008	Meetings with SLT will facilitate data analysis and monitor academic progress and student attendance. Documentation: A data notebook with students' academic progress and record assessment data. Agendas, sign-in sheets, data notebook Persons responsible: Cheryl S. Stover
Recognize students, teachers, and parents of students who scored Proficient or Advanced on Spring 2008 PACT. Monitor classroom implementation of Anderson Five curriculum, Standards Support System, MAP driven instruction, data analysis and best practices instruction	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	December 2008 September 2008	Presenting awards to students, parents, and teachers will encourage students to perform at a higher level. Present awards to students, parents and teachers at Board meeting. Documentation: Board agenda, purchase order for incentives to students, photographs of recognized participants, rosters of students and teachers recognized Persons responsible: Cheryl S. Stover/Bernice Wright District observation forms, calendar of school visits Monitoring classroom implementation of the Anderson 5 Curriculum, standards support system, MAP driven instruction, data analysis and best practices will provide District administration information as to what areas teachers need additional support. Documentation: district observation forms, Calendar documenting school visits Persons responsible: Cheryl Stover, Bernice Wright

Hire consultant to provide professional development on creating benchmarks, data analysis, and using the data to guide instruction.	Superintendent Exec. Dir. of Instruction Finance Director Director of Elementary Instruction	September 2008	Improved ability to develop benchmark assessment and use data to guide instruction will result in improved student achievement. The consultant will assist administrators and teachers in the development of benchmark tests and using the data to guide instruction Documentation: Consultant's contract, agendas, handouts, evaluation forms Persons responsible: Cheryl S. Stover/Bernice Wright
Provide professional development and assist in implementing the Anderson Five Curriculum.	Superintendent Exec. Dir. of Instruction Director of Elementary Instruction	June 2008	Lee County School District is incorporating the A-5 Curriculum in all of its school. This structured instructional program will provide cohesive planning and improved student achievement Anderson Five Curriculum Guides were purchased during the 2007-08 school year. Professional development will be provided for school's staff. Documentation: Lesson plans, agendas, evaluation forms Sign-in sheets, and purchase orders. Persons responsible: Cheryl S. Stover/Bernice Wright
Provide district-wide grade level and articulation meetings to assist teachers in revising and implementing use of grade level/subject area pacing guides to correlate with curriculum standards as needed.	Exec. Director of Instruction Director of Elementary Instruction	June 2008	Pacing guides will help teachers maintain instructional consistency and enable students to improve skills. Grade level common planning and articulation to revise pacing guides and plan for classroom instruction provides consistency across the district. Documentation: Minutes of meetings, lesson plans, sign-in sheets Persons responsible: Cheryl S. Stover/Bernice Wright
Purchase, print and make available to teachers Flanagan's benchmark Tests for Higher Standards.	Executive Director of Instruction Director of Elementary Instruction	August 2008	Results of the Flanagan Benchmark tests will be used to monitor student achievement and plan for instruction. Documentation: Purchase order, Copies of Benchmark tests Persons responsible: Cheryl S. Stover

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, with professional development support from district administrators, 30% of students in grades 4-5 at Dennis Intermediate School (with the exception of students taking alternate assessments) will increase at least one RIT band in science, as measured by MAP data from the Fall 2008 to the Spring 2009 administrations.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Develop professional development schedule utilizing assessment data, teacher surveys, principal's recommendations and curriculum team's observations to determine focus topics for workshops.	Exec. Director of Instruction District Curriculum Team	May 2008	Assessment data, teacher surveys, principal's recommendations and curriculum team observation results will be used to select topics for the district's professional development plan. Documentation: Professional development schedule, Teacher surveys, principal's recommendations, and team's observation forms Person responsible: Bernice Wright/Cheryl S. Stover
Monitor and evaluate progress and effectiveness of professional development plan.	Superintendent Exec. Director of Instruction District Curriculum Team	August 2008	Monitoring and evaluating the professional development plan will ensure that it is being used effectively to improve student achievement. Documentation: Classroom observations, lesson plans, principal's report and the analysis of benchmark data Person responsible: Bernice Wright/Cheryl S. Stover

Implement an effective system for evaluating staff performance, monitoring instruction and providing feedback to support student achievement.	Exec. Director of Instruction Director of Elementary Instruction	August 2008	<p>Instruction should be monitored at all levels. Utilizing an approved district monitoring instrument to be used by all district curriculum personnel will provide uniformity. Having a district wide instrument will give support for teacher evaluation and writing improvement plans</p> <p>Documentation: Copies of monitoring instrument/tool or feedback forms, purchase order for observation forms.</p> <p>Person responsible: Bernice Wright/Cheryl S. Stover</p>
Post the district-wide professional development schedule with dates, location and times.	Executive Director of Instruction	August 2008	<p>The strategy will be monitored utilizing the district's website to post schedule and by creating a professional development brochure.</p> <p>Documentation: District's website, brochure containing professional development activities</p> <p>Person responsible: Bernice Wright/Cheryl S. Stover</p>

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

- **Flanagan’s Tests for Higher Standards**, through simulation tests/grade level, 9-week tests, and ongoing assessments such as TfHS’s minitests/student achievement booklets, provide feedback that is based on the South Carolina Academic standards.
- **Measures of Academic Progress (MAP)** are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time.
- Northwest Evaluation Association (NWEA)
 - **The DesCartes continuum** of learning orders specific reading, language usage, mathematics, and science skills and concepts by achievement level. For reading, language usage, and mathematics, and science, the skills and concepts align to the goal structures and content of the state standards.
 - **The Lexile Framework for Reading** provides a means of measuring a student's reading level and growth. The framework helps educators and parents select reading materials that appropriately challenge students, thereby guiding the development of stronger reading skills.
 - **Dynamic Reporting Suite** spotlights areas that need attention. For building administrators and teachers, the Dynamic Reporting Suite simplifies data analysis and offers classroom tools to apply test scores directly to instruction.
 - **RIT Band** is a curriculum scale that uses the individual item difficulty values to estimate student achievement.
- **Accelerated Math** is a computer software program that creates assignments tailored to each student’s current level, scores math assignments, and provides feedback on student’s daily progress.
- **Accelerated Reader** is a computer software program that creates assignments tailored to each student’s current level, scores reading assignments, and provides feedback on student’s daily progress.
- **InteGrade Pro** is a computer software system that manages students’ scores, assignments, and up-to-the-minute calculated grades that helps teachers to track student performance over the duration of a course. With InteGrade Pro, teachers can organize tasks and put them into categories such as homework, quiz, or lab exercises.
- **READ 180** is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development
- **Compass Learning** is a computer software program that provides standards-aligned activities linked to the students’ MAP scores.